

English Learners (EL) / Title III



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EL (Title III) Consultant

ONGL-Division of Learning Services

Diverse Learners Branch

New EL Coordinators Topics

- EL Requirements / Plan
- EL/Title III 2016-17 Timeline
- ► Home Language Survey (HLS)
- Program Service Plan (PSP)
- Required LEP IC information
- **EL Data Collection**
- ► Title III EL and Immigrant Subgrants



District Legal Obligations

- Districts must design and implement services and programs that enable ELs to attain English proficiency
- Provide support to enable ELs equal opportunity to participate in the curriculum
- Provide equal opportunities for EL students to participate in co-curricular and extracurricular programs and activities.



EL Plan (Lau Plan)

- Home Language Survey (HLS)
- **ELP** screening assessment (W-APT)
- EL Services Programs and Accommodations (type, staffing, etc.)
- **ELP Assessment (ACCESS 2.0)**
- Exited ELs Monitoring (2 years)
- Evaluation of EL Program



EL/Title III 2016-2017 Timeline

| Dates | Purpose |
|--|--|
| September 13-14 – WIDA Engaging English Language Learners in Science and Engineering (Louisville) | New WIDA facilitated interactive two-day workshop offers teachers of English Language Learners time to delve into combining English language development standards and the science and engineering practices. |
| October 1 – IC Data Pull | USDE report on LEP Enrolled as of October 1 (districts need to check for Critical Errors and EL information in Infinite Campus before October 1) |
| September 20-21, 2016 – Stanford Understanding Language workshop (Bowling Greeen) November 15-16 – follow-up session (Bowling Green) | EL and content classroom teacher Upper elementary, middle school or high school Exemplars that scaffold the reading of complex texts for ELs Provide participants with new activities and approaches to better write their own curriculum materials |
| September 26-27 – WIDA Formative Language Assessment workshop | New WIDA workshop (Registration closed – full with wait list) |
| October 26-29 – SETESOL hosted by KYTESOL (Galt House in Louisville) | Multiple workshop sessions |



EL/Title III 2016-2017 Timeline

| Dates | Purpose |
|--|--|
| January 2017 - May 2017 Consolidated Monitoring | 14 districts randomly selected in fall of 2016 http://education.ky.gov/federal/progs/scmi/Pages/default.aspx |
| January - February ACCESS Testing | Federally required English proficiency assessment Check DAC emails Chris.williams@education.ky.gov (OAA) |
| January – Declaration of Participation forms to Superintendent | From Division of Budget and Financial Management First step in applying for Title III Consultation with PNP |
| March 16 - State LEP Extract April 15 - Intent to Participate completed in GMAP | Initial count for determining Title III allocations Count is not final and allocations will be tentative |
| Spring 2017 – End of the Year Trainings | Regional training sessions for EL Coordinators |
| May 1 - 31 Infinite Campus Data Clean up | Districts run LEP Extract in Infinite Campus and correct Critical Errors |
| June 1, 2017 – KDE runs LEP Extract in IC State Edition; Immigrant Ad Hoc run | Used to obtain final count for Title III EL and Immigrant Subgrants allocations SEEK allocations |
| June 1– Title III Subgrant Plan and Budget Applications due in Grant Management Application and Planning (GMAP) system | Required by USDE to receive Title III Subgrant funds Annual Performance Report (APR) submitted as part of GMAP Program Details - Information required by the USDE for annual Consolidated State Performance Report (CSPR) |



Our Commonwealth Education

EL Identification

Home Language Survey (HLS)

- Identifies <u>POTENTIAL</u> English learners (ELs)
- Current required questions:
 - 1) What is the language most frequently spoken at home?
 - 2) Which language did your child learn when he/she first began to talk?
 - 3) What language does your child most frequently speak at home?
 - What language do you most frequently speak to your child?





The HLS shall be based at a minimum on four questions.

- 1. What is the language most frequently spoken at home?
- 2. Which language did your child learn when he/she first began to talk?
- 3. What language does your child most frequently speak at home?
- 4. What language do you most frequently speak to your child?



If any of the answers is a language other than English, student is a "potential EL"



Administer W-APT



If the student in grades 1-12 scores below a 5.0 overall composite the student would be identified as an English learner (EL). A Kindergarten student who has taken the W-APT test must be enrolled as an EL student because all 4 domains are not assessed.



All responses English, no additional action taken.

If the student in grades 1-12 scores a 5.0 overall composite the student would be identified as Initially Fully English Proficient (IFEP). Grades 1-12 students identified as IFEP will not take the ACCESS in January.

The district is required to notify and provide the PSP to the parents within 30 days if the student was enrolled at the beginning of the school year and within 2 weeks if the student enrolled after the start of the school year. Program Service Plan (PSP) should be developed for the student. Student will take ACCESS in January.



HLS Administrative Procedures

- Clearly state within the HLS the purpose and uses of information
- Have administrative procedures that are standardized
- Can be part of enrollment sheet
- Annual training
- USDE Guidance Documents (May 2014)
- If HLS identifies as "potential" LEP, administer the W-APT



Program Service Plan (PSP)

- Reason for identification as EL (HLS and W-APT)
- Level of English proficiency (using W-APT or ACCESS)
- Level of academic achievement (previous academic records and/or informal assessments)
- How the instructional program will address the student's educational strengths and individual needs
- How the program will address English language learning and acquisition
- How the student will meet age-appropriate academic achievement standards and demonstrate adequate yearly progress
- Expected rate of transition/exit for EL students out of EL status
- The right to decline enrollment in the program or the method of instruction
- Parent notification within 30 days at beginning of school year and within 2 weeks if student transfers in during the school year



Parent Refusal of Services

- Parents have the right to refuse EL services or the *type* of EL services being offered by district
- Do parents fully understand? Language barrier in communicating?
- Document why refused
- OCR still must help student achieve ELP
- Required to take ACCESS each year until ELP; federal requirement
- IC must have Service Type (Sheltered English Instruction) and at least 1 Instructional Accommodation

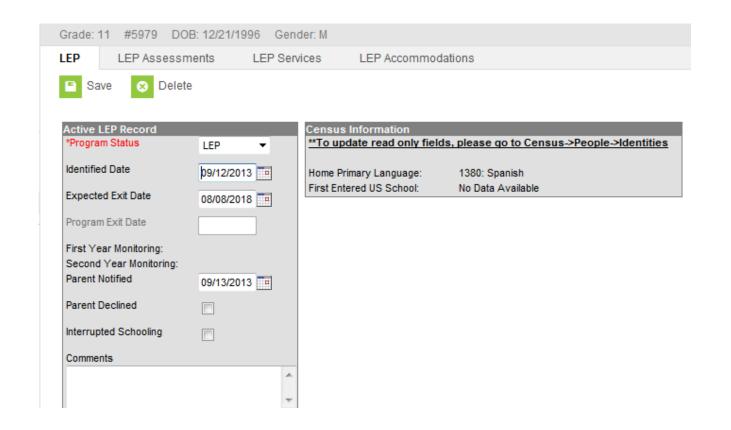




Infinite Campus

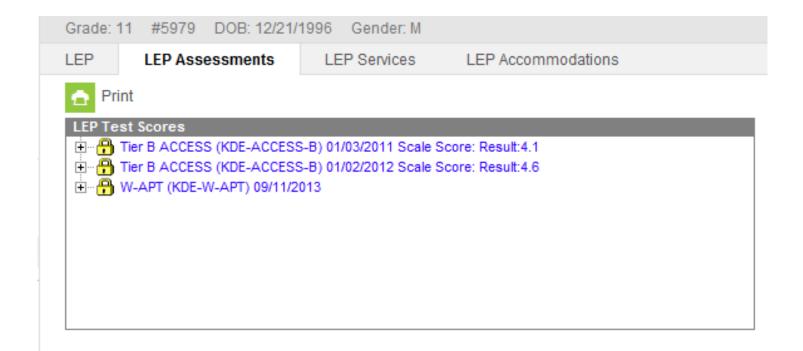
EL Student Requirements

LEP Tab



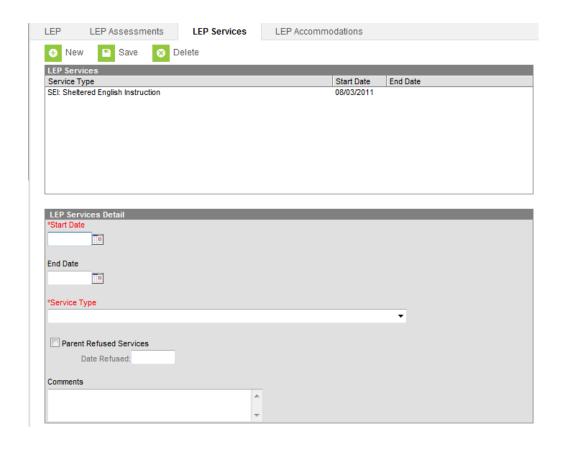


LEP Assessments



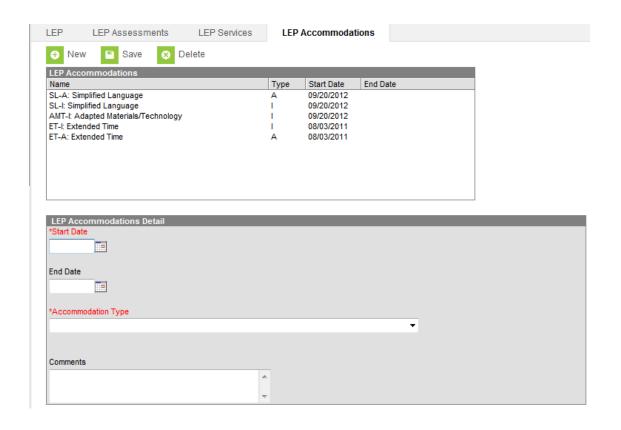


LEP Services



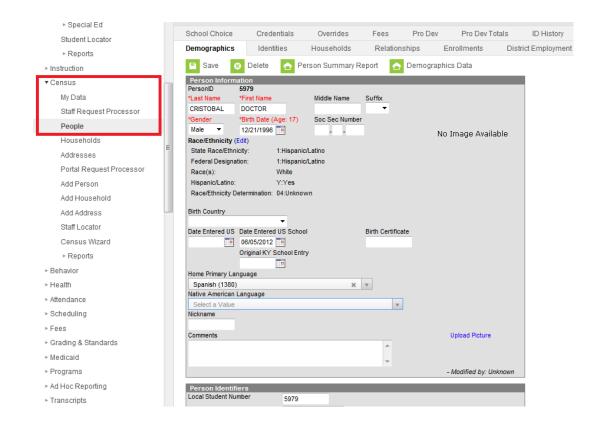


LEP Accommodations



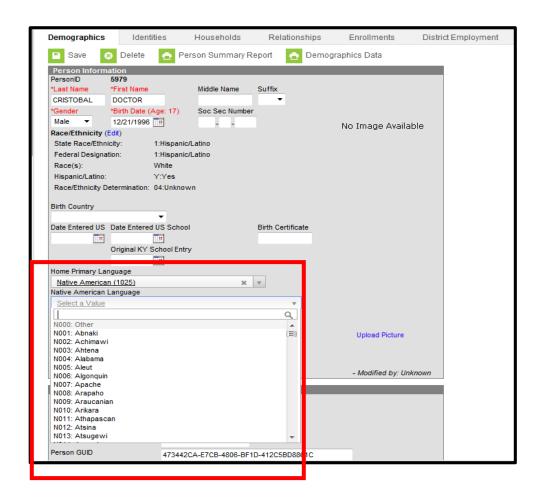


Home Primary Language



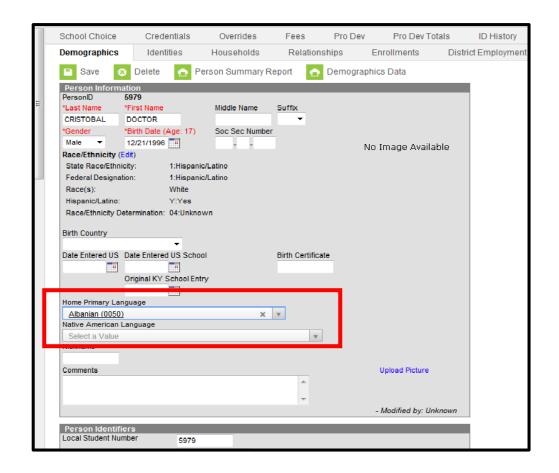


Home Primary Language





Home Primary Language





EL Data Collection

- October 1 (federal reporting)
- Annual Performance Report (now in GMAP)
- March LEP Extract from Infinite Campus (tentative Title III allocations)
- End of Year (June 1) LEP Extract
 - Title III final counts for allocations
 - SEEK funding
 - Immigrant counts for Subgrants

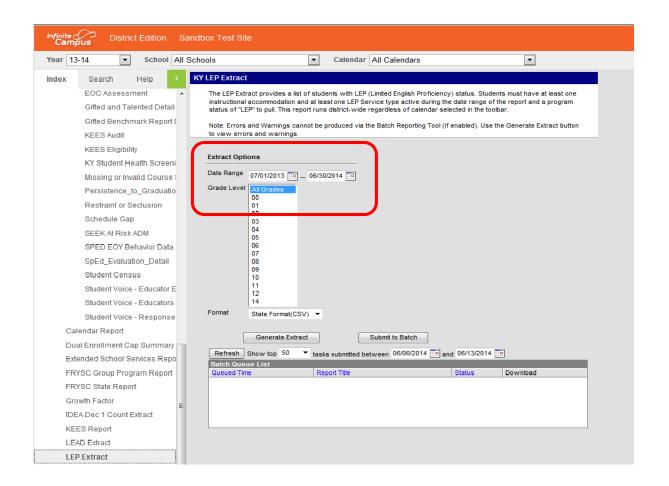


October 1 Count

- U.S. Department of Education (USDE) requires a count of all LEP students enrolled on 10/1
- Infinite Campus (IC) LEP extract date range: start and end date of October 1, 2016
- KDE will pull the data from IC
- Districts should run extract and check student list



IC LEP Extract





Generating the Report

There are errors and/or warnings in the extract (See below) Click Here to generate the reports

Error/Warning Table of Contents: (If warning/error count is 0, there are no warnings/errors to report.)

Critical Error. The following records do not have a selection of at least one LEP Service type which overlaps the date range specified in the extract editor. These students will NOT be included in the LEP extract. (Number of Records: 0)

Critical Error: The following records do not have a selection of Instructional Accommodation. These students will NOT be included on the LEP extract. (Number of Records: 0)

Critical Error: The following records have a Home Language selection of 0400: English. These students will NOT be included on the LEP extract. (Number of Records:

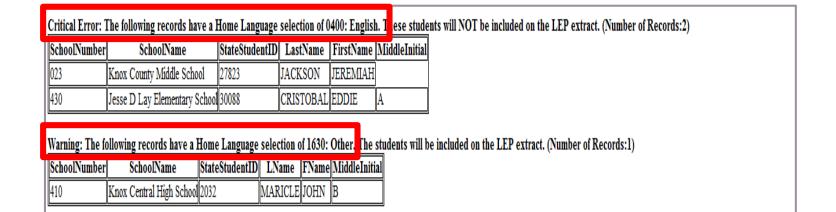
Warning: The following records have a Home Language selection of 1630: Other. The students will be included on the LEP extract. (Number of Records: 0)

Warning: Home Primary Language is set to Native American, but Native American Language is not selected. These students will be included on the LEP extract. (Number of Records: 0)

Warning: Native American Language is selected, but Home Primary Language is not set to Native American. These students will be included on the LEP extract. (Number of Records: 0)

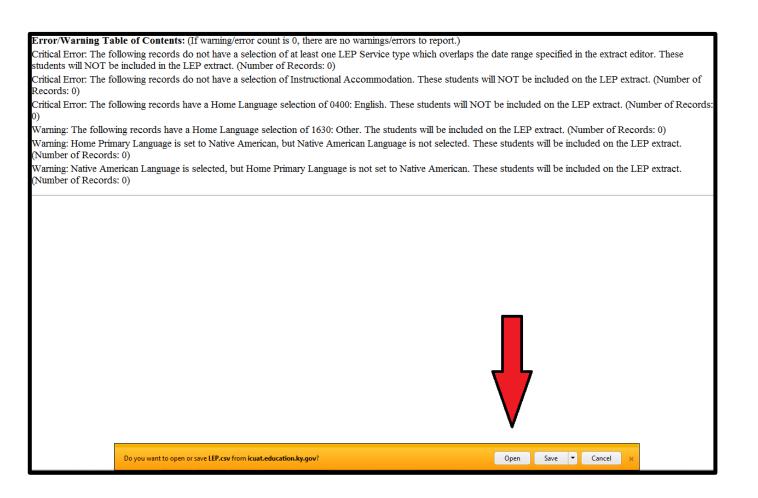


Critical Error – will not pull data Warning – will pull data





LEP Extract





Annual Performance Report (APR)

- Required for Federal Reporting
- Completed in GMAP in Program Details
 - EL specific PD provided
 - Number PD participants
 - Types of EL Instructional Services provided by district/consortium



How does the June 1 LEP Extract affect district funding?

- Final Title III
 Allocations
- SEEK funding



Data Cleanup – LEP extract

- Annual data cleanup May 1 May 31
- Critical Errors will not count as LEP student
 - No Service Type
 - No Accommodations
 - Home Language English
- LEP data extract June 1
- Federal funding calculations (Title III subgrant)
- SEEK funding





Title III Subgrants

Application Process and Evaluation

Title III Subgrants

- Federal requirement to qualify \$10,000
 - Consortium
- Supplemental Funds
 - High Quality EL Instruction
 - Professional Development
- Declaration of Participation (Supt.) Jan.
- Tentative Allocations March
- Intent to Participate (GMAP) April
- Subgrant Application (EL Coordinator) June
 - Subgrant Budget (w/ Finance Officer)
- Final Allocations after July 1





Immigrant

Infinite Campus
Immigrant Title III Subgrants

Immigrant Definition

IMMIGRANT CHILDREN AND YOUTH -

- the term 'immigrant children and youth' means individuals who—
 - (A) are aged 3 through 21;
 - (B) were not born in any State; and
 - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.



Immigrant Grants

- District has experienced a "significant increase", as compared to the average of the 2 preceding fiscal years, in the percentage or number of immigrant children and youth
- Division of Budget and Financial Management calculates the numbers each June



Immigrant Grants

District must provide enhanced instructional opportunities for immigrant children and youth, which may include:

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- Provision of tutorials, mentoring, and academic or career counseling
- Identification and acquisition of curricular materials, educational software, and technologies to be used in the program;
- Basic instruction services that are directly attributable to the presence in the school
 district of immigrant children and youth, including the payment of costs of providing
 additional classroom supplies, costs of transportation, or such other costs as are
 directly attributable to such additional basic instruction services;
- Other instruction services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the U.S., such as programs of introduction to the educational system and civics education;
- Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.



W-APT and ACCESS 2.0

- Chris Williams

 (chris.williams@education.ky.gov) Office of Assessment and Accountability (OAA)
- DAC emails <u>Back to school video and</u> <u>PowerPoint on W-APT and ACCESS</u>
- KDE <u>Assessment Regulations Training</u>
 webpage



Contact and Resource Information

gary.martin@education.ky.gov

- **DOJ Enrollment rights letter**
- **DOJ Questions & Answers on enrollment**
- **KSIS Data Standards**
- English Learners (EL) and English as a
 Second Language (ESL) Program

